

DOCUMENT RESUME

ED 214 400

FL 012 859

AUTHOR Hallet, Brien
TITLE Second Language Teaching and Radio: An Annotated Bibliography.
PUB DATE 82
NOTE 86p.
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Annotated Bibliographies; Audiolingual Skills; *Audiovisual Aids; Communication Skills; Nonprint Media; *Radio; *Second Language Instruction; Teaching Methods

ABSTRACT

The bibliography proper is preceded by an introduction which traces the development of radio technology and the use of the radio in language teaching since 1923. The bibliography is organized into four sections and an appendix. The four sections correspond to the four different uses to which radio has been put in second language teaching, namely: (1) teaching by radio, (2) teaching from radio, (3) teaching through student productions, and (4) teaching with two-way radio. Each entry provides bibliographic information and an annotation. The introduction to each section highlights the articles considered to be more important or unusual. The appendix contains a listing of bibliographies. (AMH)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED214400

Second Language Teaching and Radio
An Annotated Bibliography

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Brien Hallett

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Brien Hallett
Department of English as a Second Language
University of Hawaii

FL012 859

TABLE OF CONTENTS

	<u>Page</u>
Introduction	1
I. Second Language Teaching <u>by radio</u>	13
II. Second Language Teaching <u>from radio</u>	52
III. Second Language Teaching <u>thru student productions.</u> .	73
IV. Second Language Teaching <u>with two-way radio</u>	77
Appendix	79

Introduction

Radio began its association with the language teaching profession in 1923. In that year, the first experimental language programs were broadcast on both sides of the Atlantic. In Europe, experimental programs in 1923 on the "Scholar's Half-Hour" led, in 1924, to regular Friday afternoon broadcasts by M. Stephan. These French lessons offered dictation and a literary passage on alternate weeks, the text of which was published in the Radio Times (Reith, 1924). In North America, Prof. Aesene Corteau of the Connecticut Agricultural College began a series of French pronunciation lessons in 1923 which he continued until 1936 (Atkinson, 1945).

From these beginnings, radio has grown to the point where few students nowadays do not receive at least part of their formal or informal language instruction via this medium. For, with the exception of the United States, there is hardly a country in the world that has not integrated radio lessons into its language curriculum, outside the formal curriculum, radio is even more popular. In East Asia, for example, listener interest is so high that commercially viable language programs are possible. This same listener interest makes the BBC the largest and most cost-effective language teaching organization in the world. Another indication of radio's growing popularity is the recent upsurge in articles on language teaching and radio in the professional literature. Of the 256 publications

reviewed in the following bibliography, 70.3% have been published since 1965 and 56.6% since 1970.

The reason for radio's pervasiveness and popularity is that it serves the language teaching profession as no other technology can. Neither television nor print, its principal rivals, has the unique characteristics of radio. Television, despite the pleasing visual element which it adds to radio, is both too complicated and too expensive. It will, therefore, not supplant radio until such a time as the facilities needed to produce and deliver television programs become as inexpensive as those for radio. Print, while fine for teaching "written language," is not ideal for teaching "spoken language." As was well recognized during the nineteenth century, if the student studies and, more important, is tested from printed materials, then, for all practical purposes, "language" has been defined as "written language." Radio, however, "speaks." It allows for the re-definition of "language" as "spoken language" by allowing the student to study and to be tested in a "spoken" rather than "written" medium. This is important because if the profession is to teach "spoken language" then it must utilize a technology which "speaks" and not one which is "read."

Needless to say, language teachers were attracted to radio precisely by its ability to "speak" and, in so doing, to re-introduce "spoken language" into classrooms dominated by

Grammar-Translation methods. As Meiden (1937) expressed it, "Something in the very nature of language gives the impression that the radio is a particularly suitable medium for its presentation." Yet an enthusiasm for both teaching "spoken language" and radio was not enough to make radio language teaching a practical reality. To achieve this, innovation, experimentation, and additional or improved technology was needed.

The process of innovation, experimentation, and technological change by which the different forms of radio language teaching became practical has been recorded in the professional literature since 1923. But, to reconstruct this history, the relevant documents must first be extracted from subservience to educational broadcasting on the one hand, and from confusion with television on the other hand. Once this is done and radio is considered as an independent topic in language teaching, several significant classifications and correlations emerge. These are summarized in Table I, which tabulates the publications found in the following bibliography under four functional headings by date of publication.

Table I

Second Language Teaching:

	<u>by</u> <u>radio</u>	<u>from</u> <u>radio</u>	<u>thru student</u> <u>productions</u>	<u>with two-</u> <u>way radio</u>	<u>technologies</u>
1923-25	2				primitive vacuum tubes
1926-30	2				
1931-35	15				
1936-40	7	1			improved vacuum tubes
1941-45	9				
1946-50	3	1	1		
1951-55	5	1	2		acetate tape recording
1956-60	8				
1961-65	17	2			
1966-70	31	4			polymer tape recording
1971-75	36	27	7	1	
1976-80	<u>26</u>	<u>39</u>	<u>5</u>	<u>3</u>	
	161	75	15	4	

As indicated in Table I, all the literature can be divided into four functional categories. These are Second Language Teaching:

- 1) by radio or the writing and producing of programs designed to teach a second language to non-native speakers;
- 2) from radio or the use of newscasts, commercials, radio plays, or other programs originally intended for native speakers to teach non-native speakers;

3) thru student productions or the production of radio programs, usually plays, by students as a language learning activity whether actually broadcast or simply recorded in class;

4) with two-way radio or the use of amateur shortwave and CB radio for personal interaction at a distance in the second language.

Three of the functional categories in Table I (with two-way radio is excepted) can be correlated with certain technological innovations. That is, without these innovations the functional category would not have been practical. These are:

- 1) by radio: a) primitive vacuum tube technology
b) sophisticated vacuum technology and later transistors

2) from radio and thru student productions: audio-cassette recorders based upon developments in miniaturization and unbreakable tape technology.

Further consideration of Table I suggests that the date at which the above technologies were introduced also establishes the start of each of three distinct periods in the development of second language teaching and radio. These three periods are:

- 1) 1923 - 1940 (WW II) A period of initial experimentation using primitive vacuum tube technology.
- 2) 1945 - 1965 A period of successful implementation of language teaching by radio using sophisticated vacuum tube technology and later transistors.

3) 1965 - 1980 A period of experimentation with language teaching from radio and thru student productions using audio-cassette recorders based upon developments in miniaturization and polymer tape technology.

Technology, it would therefore seem, is the most significant factor in shaping the relationship between radio and second language teaching. Yet, it is necessary to distinguish between the introduction of a basic technology and its generalization. For, it seems that the basic technology can have no impact on language teaching until it becomes a commonplace. A process of three generations is discerned. First, a basic technology is invented (radio in 1885; paper tape magnetic recorders in 1927). This development has no impact on language teaching. Second, subsidiary technology is developed which allows for the mass production of inexpensive, easily operated, but still primitive, apparatus (vacuum tube receivers in the 1920's; acetate tape recorders in the 1950's). This initiates a period of limited experimentation the results of which are ambiguous. Third, continued improvements result in apparatus of greater sophistication and flexibility (improved tube technology after World War II; polymer tape cassette recorders in the mid-1960's) which render the technology a ubiquitous commonplace. At this point, the language teaching profession takes up the "basic" technology (radio; magnetic recording) and explores its possibilities in earnest.

Negative confirmation for the workings of this process of technological generalization is found in the category with two-way radio. The possibilities for personal interaction in the second language offered by amateur shortwave radio are very attractive. At essentially no cost, with the flip of a switch and the spin of a dial, shortwave radio has the ability to bring native speakers directly into any classroom. By today's standards, the technology is simple, and the apparatus is easy to operate. Nonetheless, it is unlikely that language teaching with two-way radio will develop beyond the present interesting experiments because the technique cannot be generalized. That is, the extremely limited number of frequencies available to both amateur shortwave and CB users precludes all or even a small number of the world's language teachers from utilizing two-way radio. Hence, we are led to the conclusion that it is not technological innovation per se which has effected language teaching and radio but rather its generalization.

Finally, what are we to make of the fact that the third period in the development of second language teaching and radio (1965 - 1980) and two of the four functional categories (from radio and thru student productions) are based on magnetic recording technology and not radio technology? Does this not lead to a strange confusion of technologies?

(In theory, language teaching from radio and thru student productions are possible using live radio, but not in

practice. Listening to radio is a skill which must be learned. Until the students have learned it in the second language, they always complain that the radio "talks too fast." Therefore, the same material must be listened to several times over before it is understood which means that it must be recorded and played back several times. Likewise, one has only to imagine producing a student play in a foreign language for live broadcast without the possibility to record and edit it to see the necessity of a recorder.)

This confusion is, however, resolved once the distinction is drawn between radio as a delivery system and radio as a product. As a delivery system, broadcast radio possesses the unique ability to reach large numbers of listeners spread over a vast area at very little cost. When the listeners are language students and the programs are especially written for their needs, radio becomes the most efficient and cost-effective way to teach "spoken language" presently available. As a product, radio programs are a unique source of "spoken language" texts. After the initial stages of language learning, the teacher is naturally anxious to expose the students to real "spoken language." Ideally, the students could meet with native speakers. However, this is seldom possible. The next best alternative is a recording, and what better source for these recordings than radio? The

semi-scripted speech of radio newscasts, commercials, plays, and so on is both more interesting and less rambling than most conversations, and it is available to any teacher who possesses a shortwave receiver and a cassette recorder. Thus, while radio as a technology is essentially a delivery system as with any functioning delivery system, radio delivers a product, a program, which can be recorded and used independently.

In summary, a review of the literature on second language teaching and radio reveals that radio has served the profession as no other technology has. Its unique ability to reach large numbers of widely scattered students and its constant stream of topical, interesting newscasts, commercials, plays, and other programs makes radio both the preferred delivery system for "spoken" language lessons and the preferred source for "spoken texts." Each of these functions is, however, made practical by a different technology. Broadcast radio technology makes possible the delivery of language lessons anywhere in the world while magnetic recording technology makes possible the preservation of those radio broadcasts for later study as "spoken texts." It is not, however, the basic technologies themselves which serve the language teaching profession but rather their generalization. This generalization is the culmination of refinements which result in the mass production of inexpensive yet sophisticated and easily operated apparatus. The appearance of this apparatus signals

widespread application of the "basic" technology to language teaching. Specifically, three technological innovations have inaugurated three distinct stages in the development of radio and language teaching.

First, the appearance of primitive vacuum tubes initiated a period from 1923 to 1940 during which limited experimentation took place. Second, improvements in vacuum tube technology during World War II initiated a period from 1945 to 1965 during which language teaching by radio (the broadcasting of programs especially written to teach non-native speakers a language) became a practical reality. Third, developments in miniaturization and polymer tape technology made possible audio-cassette recorders. This initiated a period from 1965 to 1980 during which language teaching from radio (the use of recorded radio programs originally aired for native speakers to teach non-native speakers) and thru student productions (the production of radio programs, usually plays, by students as a language learning activity) became increasingly commonplace.

In addition to the three functional categories already noted above, a fourth category has recently been developed. This is language teaching with two-way radio. Nevertheless, it is unlikely that the interactive possibilities of amateur shortwave or CB radio will find much application in language teaching due to the extremely limited number of frequencies available which precludes the generalization of the technique.

In conclusion, it is perhaps possible to speculate on the future of radio and language teaching. It seems clear that language teaching by radio will continue to grow, especially among the developing nations of the world. Likewise, the development of language teaching from radio and thru student productions will continue apace as teachers increase their emphasis upon communicative competence and the study of "real" language. For surely, one of the most useful, even necessary, skills for any competent speaker of a language is the ability to understand radio broadcasts. But it may well be that the fourth period in the development of language teaching radio will be initiated with the generalization of computer speech analysis. For, if speech analysis by computers becomes a commonplace, then the mass testing of "spoken language" would also be possible in the same way that optical scanning now permits the mass testing of written language. Under such circumstances, radio would be the ideal source for "spoken texts" upon which to base the tests. One can imagine students listening to a newscast, for example, and then either summarizing it orally or responding orally to various comprehension questions. The computer could compare the language of the newscast with the responses of the students to arrive at a test score.

The Bibliography

The bibliography is organized into four sections and an appendix. The four sections correspond to the four different uses to which radio has been put in second language teaching as discussed above. Each section is prefaced with a short introduction which highlights a few of the more important or more unusual articles. In addition, whenever an item is listed as an Educational Document in the Educational Resources Information Center's (ERIC) system its ED number is also cited.

I. Second Language Teaching by radio was made possible by the mass production of inexpensive, easily operated wireless receivers in the 1920's. The potential of this new medium for language teaching was quickly recognized in both North America (Atkinson 1945a; Mercer 1930, 1931; Monroe 1931) and in Europe (Broadcasting in Schools 1924; Hill 1970; Reith 1924). After World War II, language teaching by radio languished in the United States (Atkinson 1945b) being used only when the lack of trained teachers or other special circumstances made the narrowcasting possibilities of radio a more cost-effective alternative (Barba 1969; Glenn 1961; Grittner 1967; Fox 1978). Yet, elsewhere, radio blossomed. In Europe and Japan, language broadcasts to schools increased, and experiments were made with dramatizations, songs, and magazine formats (Hill 1970; 1971; 1972). But the greatest increase in radio language teaching was over the shortwave frequencies. "English by Radio" from the BBC's External Service expanded from a ten minute wartime spot into the largest language teaching organization in the world (Dilke 1966, 1969). Many other national broadcast organizations, including the Voice of America with its broadcasts in "Special English," quickly developed their own language teaching programs so that now virtually every major language may be studied by listening to the appropriate shortwave frequency. Recently, there has been a renewal of interest in in-schools radio language teaching in Europe (Strum

1979) because it has been realized that television is no more effective than radio and costs much more. For these same reasons, radio language teaching has also found favor with proponents of appropriate technology in the economic development of the Third World.

1. Abiva, A. 1967. Schools broadcasting in the Philippines. ABU News letter November. (Asian Broadcasting Union. Sydney, Australia).

Of twenty classes listening to English language broadcasts, fourteen scored higher than control classes in oral and aural tests.

2. Adcock, Dwayne. 1976. Foreign languages in elementary and emerging adolescent education. In Gilbert A. Jarvis, ed., An integrative approach to foreign language teaching: choosing among the options. ACTFL foreign language education series, volume 8. Skokie, IL: National Textbook Co. ED 158 569 (Not available in microfiche) (Cf., Glenn 1961.)
3. Albo, Javier. 1974. Idiomas, escuelas y radios en Bolivia. Cuadernos de investigacion 3. (Languages, schools and radios in Bolivia. Investigative notes number 3). La Paz: Centro de Investigacion y Promocion del Campesinado. (In Spanish) ED 101 551.

For both social and educational reasons, radio is advocated for the education of minority-language rural peasants.

4. Andersson, Theodore, ed. 1953. The teaching of modern languages. Problems in education-X. Paris: UNESCO.
ED 125 271.

Chapter VIII is devoted to "The Teaching of Modern Languages by Radio and Television." The BBC's contribution is an excellent summary of how to produce a radio language lesson. The Swedish contribution tells of a radio/correspondence course that was used in schools which lacked a qualified English teacher.

5. Armour, Charles. 1969. Listen and learn. London:
Times Educational Supplement n2817. p1635 May 16.

The 1969 BBC language courses are described. Suggestions on how teachers can improve the quality of recordings made from the radio and some teaching ideas are also given.

6. Atkinson, Carroll. 1939. Development of radio education policies in American public school systems. Edinboro, PA: Edinboro Educational Press.

A short history of the earliest days of educational radio in America is given on pages 5-9. This provides some general background on the environment in which the first language programs were broadcast.

7. _____. 1945. Broadcasting foreign-language lessons by American universities and colleges. Modern Language Journal 29 (3). 218-20.

This first of two articles tells of the efforts of American schools in the field of foreign-language broadcasting. It is reported that the first foreign-language broadcast in America was a French pronunciation course by Prof. Arsene Croteau broadcast from Connecticut Agricultural College between 1923 and 1936 (p. 218).

8. _____. 1945. Broadcasting foreign-language lessons by American public school systems. Modern Language Journal 29 (5). 386-8.

In this second article, Atkinson reports that, to date, only 29 of the 3,488 American school systems have attempted in-school broadcasting of any kind. The author then gives the details of a few of the more notable foreign-language broadcasts.

9. Baer, Edith R. and Sheila Innes. 1972. No return tickets to hell; BBC radio and television language courses. London: Times Educational Supplement n2996. p47 October 27.

The BBC's radio and television language courses for 1972-3 are introduced.

10. _____. 1974. BBC goes continental too.

London: Times Educational Supplement n3066. p61 March 1.

The BBC language courses for 1974-5 are announced. A new German course, Kontakte, which integrates radio, television, cassette/records, film strips and print media for the first time is featured. (Cf., German in the UK 1976; and Hill 1980a.)

11. Barba, Alma A. 1969. Project move ahead. Audiovisual Instruction 14 (10). 34-5.

Bilingual language broadcasts were an integral part of this project aimed at pre-school and first grade migrant children.

12. Behrens, Ernst. 1970. Deutsch als fremdsprache in radio und fernsehen (German as a foreign language in radio and television). Zielsprache Deutsch 1. 42-5.

German language instruction by radio and television outside Germany is discussed. The work of the Goethe Institute is highlighted.

13. Bell, E.A. 1962. Radio and television in modern language teaching. Visual Education. March.

14. Best for languages. 1958. London: Times Educational Supplement n2232. p317 February 28.

The reviewer opines that, of the BBC's Network 3 programs reviewed, the language courses were the best.

15. Boyd, Margery M. and David E. Wolfe. 1973. The effect of radio on motivating a fourth-year German class.

Unterrichtspraxis 6 (1). 118-20.

Questionnaires were used to judge the effect of radio listening on student motivation.

16. Braithwaite, Geoffrey. 1976. Second stage French.

London: Times Educational Supplement n3174. p44 April 2.

A new BBC second stage French course, Salut les jeunes, is described.

17. British Council. 1979. The use of the media in English language teaching. London: English Teaching Information Center. ELT Documents, 105.

18. British Council's radio training kits. 1976. Educational Broadcasts International 9 (3). 95, 143-4.

The article announces the publication of these training aids for radio producers, writers and teachers. Kit 9 is entitled "Teaching English by Radio."

19. Broadcasting in schools: a Glasgow experiment. 1924.

London: The Times n43,582. p14 February 22.

A scheme "whereby lectures on such subjects as musical appreciation, Scottish history, science and French would be transmitted from Glasgow broadcasting station and received on wireless apparatus in schools" has been approved.

20. Broadcasts to schools: second term 1968: notes for teachers. 1968. Department of Education, British Solomon Islands. Honiara: Government Printing Office.

These notes cover four primary school English language courses.

21. Broadhead, P.; Escoffey, R.; and Prescott, Thomas J. 1974. The contribution of BBC Radio and Television to modern language teaching. Modern Languages in Scotland. No. 4.
22. Bruecke, Rita. 1975. Einsatzmoeglichkeiten des rundfunkkurses englisch, beispiele aus den sendungen sechs und neun (Possibilities for introducing the English radio course. Examples from broadcasts 6 and 9). Fremdsprachenunterricht 19 (2). 103-6.

Exercises for use with these English as a foreign language broadcasts are given.

23. Bureau of Curriculum Development. 1967. 1967-1968 WNYE FM radio manual. 1967-1968 series, curriculum bulletin number 1. Brooklyn, NY: New York City Board of Education. ED 024 268. (Not available in microfiche.)

This manual provides teachers with program information needed in their planning. English as a Second Language and foreign languages were among the courses broadcast.

24. Burke, E. 1980. Do-it-yourself radiovision.

Audio-Visual Language Journal. 18 (1).

The author tells how he prepared visual materials to accompany radio broadcasts.

25. Burns, John. Shanghai learning to say 'Hello'. 1972.

The New York Times n41,848. p14 August 21.

Recently initiated English-language courses broadcast from Shanghai are described. The heavy ideological content of the lessons is noted. (Cf., US Information Agency 1975.)

26. Cabarga, Demetrio A. 1937. Teaching Spanish by radio.

Modern Language Journal. 22 (3). 189-200.

A detailed report on one of the pioneer foreign-language broadcasts in America by the instructor. Direct contact between the listener and the broadcaster by means of postcards is advocated.

27. Carroll, James K. 1971. Broadcasting in foreign language

instruction: Sweden--a possible model. Educational Broadcasting 4 (9). 19-22.

28. Carter, R. P. 1955. Juan y Maria: the bilingual kids.

Rotarian 87 (3). 34-7.

29. Cody, M. 1945. English by radio in Paraguay. Journal of the Association for Education by Radio 4 (March). 95-6.

A short report on English language broadcasts is given.

30. Committee for General and Technical Education. 1972. The integration of audio-visual aids into the teaching of modern languages in the classroom. Strasbourg, France: Council of Europe. ED 086 015.

Radio is essentially seen as a source of enrichment to supplement regular classwork.

31. Cook, H. Robert. 1964. The effects on learning of structural drills in Spanish broadcast via high frequency AM radio. Bloomington, IN: Indiana University Foundation. ED 003 193.

Equipping students with special AM radios allowed them to listen to drills anytime, anywhere. This permitted the students to drill 11 times longer than students who had to go to a language laboratory. Consequently, the experimental group tested higher than control groups. (Cf., Richmond 1978b.)

32. Cook, M. 1946. English by radio in Haiti. Journal of the Association for Education by Radio 6 (November). 47-9.

English language broadcasts are reviewed.

33. Dale, Edgar and I. Keith Tyler, eds. 1935. The news letter. Columbus, Ohio: The Bureau of Educational Research, Ohio State University.

The News Letter first appeared in November of 1935 and was dedicated to furnishing "information and guidance for the educational utilization and appreciation of three dominant

factors in present day social development: namely, the motion picture, the radio, and the press."

34. Davoust, E. P. 1968. A propos d'une experience de radio scolaire en Suede (Concerning an experiment with educational radio in Sweden). Le Francais dans le Monde. n60.
35. Decotterd, Daniel. 1977. Radio and the teaching of English as a language. Spoken English. 10 (2). 59-61.
36. De Sauze, Emile B. 1945. L'enseignement des langues etrangeres par la radio dans les ecoles de Cleveland (Teaching foreign languages by radio in the Cleveland schools). French Review 19 (2). 101-2. (In French.)

A Voice of America broadcast on the use of radio to teach French and Spanish in the Cleveland school system.

37. Dilke, Christopher. 1960. English by radio. London: Times Educational Supplement. 2354. p8 July 1.

A report on the BBC's External Service's "English by Radio" courses. Dilke describes a few of the courses and quotes several letters of appreciation from listeners.

38. _____. 1966. English by radio and television: a lecture. London: British Broadcasting Corporation.

The head of the "English by Radio and Television" section of the External Services gives an overview of his work.

39. _____. 1969. BBC's worldwide services.
London: Times Educational Supplement n2840. p32-3
October 24.

This article describes the "English by Radio" service which has grown from a ten-minute program during WW II into the most popular language broadcast in the world.

40. Dixon, Guy. 1976. Out of the air; English by radio and television. London: Times Educational Supplement n3192.
p19 August 6.

The development of the BBC's External Service's "English by Radio" department is reviewed. The "English by Television" department is mentioned in passing.

41. Early, P. B. 1976. English-language teaching in the Republic of Croatia, Yugoslavia: some recent developments. ELT documents (76/1). London: British Council, English-Teaching Information Centre. ED 127 787.

Some materials written for television and radio to supplement the school curriculum are mentioned in passing.

42. Education on the air: (number) yearbook of the Institute for Education by Radio. (Annual.) Columbus, Ohio: Ohio State University.

This yearbook was published from 1930 to 1943 by the largest American organization concerned with educational radio. It always included an article or two on foreign-language teaching.

43. Ellerman, Mary Z. 1956. Spanish over the air waves. School and Community 42 (9). 19.

44. Engle, E. F. 1935. Radio as a medium of modern foreign-language instruction. Modern Language Journal 20 (3). 165-71.

A general overview of the development of educational radio with special reference to foreign-language instruction.

45. _____. 1936. Broadcasting of modern foreign languages in the United States; a survey. Modern Language Journal 20 (6). 356-8.

Engle lists the foreign-language broadcasts of twenty stations throughout the United States.

46. _____. (Various.) MLJ radio station. Modern Language Journal 1935, 20 (3) 172-4. 1936, 20 (6) 358-9. 1936, 21 (3) 190. 1937, 22 (3) 131. 1938, 22 (8) 626-8.

This regular column contained miscellaneous information and station surveys. In the last column, Engle notes a steady decline in foreign-language broadcasts from 32 stations in 1932-3 to 20 in 1935-6 to 14 in 1937-8.

47. _____. 1939. The future of modern language instruction by radio. Modern Language Journal 23 (6). 412-17.

The results of a questionnaire sent to 52 heads of modern language departments are analyzed. Most respondents expressed great skepticism about the role of radio in formal language instruction.

48. English by radio: BBC summer school. 1960. London: Times Educational Supplement n2361. p220 August 19.

The BBC's "English by Radio" Summer School for selected overseas listeners at Westfield in Hampstead is introduced.

49. English from the source. 1957. London: Times Educational Supplement n2207. p1176 September 6.

The BBC's "English by Radio," "Listen and Speak," and the Summer School in England are discussed.

50. English lessons for new Australians; radio programmes and Radio courses in spoken English for Indonesians. 1962. Bulletin of the International Bureau of Education 36 (143). 71-2.

The Australian Broadcasting Commission makes two brief announcements on its English language programs.

51. Escoffey, Raymond. 1973. Sign of the times: France and auntie. London: Times Educational Supplement n3014. supXV March 2.

A new cultural program, France, spoken in English is reviewed. A footnote lists the other BBC language courses for 1973.

52. Essex and the BBC combine to teach Russian. 1966.
London: Times Educational Supplement n2676. p443
September 2.

A new 20-lesson beginner's Russian course on the BBC's Third Network is reported on. The course uses listening groups and is supported with supplementary drills and visuals.

53. Fox, James W. 1978. Language training outside the classroom: an experiment on radio. English Language Teaching Journal 32 (2). 107-15.

This learning-at-a-distance course consisted of 52 "Adventures of Franco" produced by the Ontario Citizenship Bureau and directed at Italian immigrant housewives who could not attend formal classes. The script and text for Lesson II are reproduced.

54. Freudenstein, Reinhold et al. 1970. Englisch an gesamt-schulen: handbuch zum fremdsprachenunterricht, 7 schuljahr (English in comprehensive schools: a handbook for foreign language instruction, grade 7). Marburg, Germany: Informationszentrum für Fremdsprachenforschung. ED 061 777 (Not available in microfiche.)

The 'role' of educational radio is discussed in this comprehensive guide for the teaching of English to seventh grade German students.

55. Frost, S. E., Jr. 1971. Education's own stations. New York: Arno Press and The New York Times.

This is a reprint of a 1935 book which tells of the great debate over whether radio in America should be a public or commercial venture. The surviving educational stations are listed and described. Many of the problems of early educational radio are brought out, e.g., should the speaker be formal or 'chatty.'

56. Garfinkel, Alan. 1969. The effects of an enrichment-oriented radio program on measures of listening comprehension and student attitude made in level II high school Spanish courses. Columbus: The Ohio State University. Ph.D. dissertation. ED 037 137. DAI Citation 31/02-A p560.

Garfinkel concludes that radio can effectively vary the pace of instruction in the language classroom without negative effects. The findings also indicate that radio enrichment programs have a slight but positive effect on student attitudes towards the language. This is one of the few rigorously controlled experiments on the effects of radio on language learning.

57. _____. 1972. Teaching languages via radio: a review of resources. Modern Language Journal 56 (3). 158-62.

This excellent article summarizes the little available research into the effectiveness of radio in teaching foreign language. It also discusses some effective radio programs, and the direction which further research and program production might take.

58. _____. 1972. The enrichment-oriented radio program: a medium for building listening comprehension skills. Hispania 55 (2). 310-2.

Describes a magazine format program which included monologues, drills, proverbs, jokes, etc. The broadcasts did not produce significant gains in listening comprehension, but they did effect a more positive attitude among the experimental groups.

59. _____ and Leslee D. Litt. (n.d.) El eco espanol (The Spanish echo): an enrichment-oriented radio program for the level II Spanish class. Columbus, O: Ohio State University. ED 077 272.

This document is the program guide for 32 Spanish enrichment broadcasts. (cf., Garfinkel. 1972.)

60. German in the United Kingdom: problems and prospects. CILT reports and papers, 13. 1976. London: Center for Information on Language Teaching. ED 168 353.

This report contains two articles of interest. A. A. Wolff reviews German broadcasts on the BBC from 1923 to the present. E. Baer tells of the 1974 BBC series Kontakte which, following a notional syllabus, combines parallel television, radio, film strips, cassette/records and course book. (Cf., Hill. 1980a and Baer, Innes. 1974.)

61. Glenn, Leona. 1961. Teaching foreign-language by radio. Educational Research Bulletin 40 (5). 113-20.

The Foreign Languages in Elementary Schools program of the Columbus, Ohio, school system is outlined. Fifteen-minute French, German and Spanish lessons, supplemented by a teacher's manual, are broadcast for voluntary use by the regular classroom teacher.

62. Grittner, Frank, ed. 1967. What's new in Wisconsin? Innovative foreign language programs. Voice of the Wisconsin Foreign Language Teacher 7 (1). 33-42.
ED 023 326.

Section 5 reports on a combination correspondence course and weekly half-hour FM radio broadcast to teach Spanish and French in schools where demand does not warrant a full-time teacher.

63. Gygax, Max. 1974. Sprachschulung an sachthemen: ein beitrag zum sprachunterricht auf der oberstufe der primarschule (Language training in technical fields: a contribution to language teaching for grades 7-9 of the primary school). Schulpraxis 64 (2). 29-52.

64. Hares, R. J. 1979. Teaching French. London: Hodder and Stoughton.

Hares includes a section on the use of radio broadcasts.

65. Head, Sydney W. 1969. 'Improve your English'--a pilot radio teaching program. Ethiopian Journal of Education 3 (1). 32-8.

66. Hendrix, W. S. 1932. Foreign language broadcasting in the United States. Modern Language Journal 17 (2). 91-6.

Hendrix lists the frequencies, the times and the languages broadcast on 15 stations. He also gives pre- and post-broadcast teaching suggestions for high school teachers. The need to tune the receiver correctly is emphasized.

67. _____. 1937. Radio broadcasting: French and Spanish. Modern Language Journal 21 (8). 554-5.

Hendrix reports on programs broadcast by Ohio State University to over 500 students. The lesson texts were distributed free of charge. He mentions that they are experimenting with shortwave broadcasts from foreign countries but have not yet found a way to use them in the classroom.

68. Hill, L. A. 1965. The CETO 'English for Everyone' series. English Language Teaching 19 (4). 164-7.

This series is described.

69. Hill, Brian. 1969. Languages on local radio. London: Times Educational Supplement n2821. p1962 June 13.

This article tells of the foreign language programs produced by local radio authorities during their first year of operation. It is stressed that greater teacher involvement is the main advantage of local broadcasts over network offerings.

70. _____. 1970. Milestones and more. London: Times Educational Supplement n2878. p42 July 17.

Hill gives an historical survey of British radio and television language courses ending with what he considers the characteristics of a good language broadcast.

71. _____. 1971. Helping 1,500,000 people learn a language; BBC broadcasts. London: Times Educational Supplement n2943. p32 October 15.

This article reviews the career of Elsie Ferguson upon her retirement from the BBC. She was the first full-time language producer for the Further Education Department.

72. _____. 1972. The contribution of radio and television to language teaching. Visual Education April. 9-11.

The development of BBC language broadcasts from straight lectures to sophisticated dramas is first outlined. The current trends in BBC productions are then analyzed.

73. _____. 1974. UK trends in language-teaching broadcasts. Educational Broadcasting International 7 (1). 3-7.

Hill reviews the development of BBC language courses over the years. Many excerpts from the actual programs are analyzed for their strengths and weaknesses.

74. _____ and Edith R. Baer. 1976. Making the most of radio and television. In Edith R. Baer, ed. Teaching languages. London: British Broadcasting Corporation.

The authors offer practical advice to classroom teachers.

75. _____ and Anthony Barley. 1977. Using language broadcasts. Audio-Visual Language Journal 15 (1). 54-60.

Two experienced BBC writer-producers indicate the areas in which broadcasts can help the teacher (listening, speaking, reading, writing, culture, etc.) and suggest numerous follow-up activities. The current BBC language courses are also listed.

76. _____. 1980. Germany calling. London: Times Educational Supplement n3322. p30 February 8.

The first truly multi-media language course, Kontakte, is described. (cf., Baer; Innes. 1974 and German in UK, 1976.)

77. _____. 1980. Learning languages from the BBC; report on a monograph by S. Rybak. London: Times Educational Supplement n3322. p37 February 8. (Cf., Rybak 1980.)

This monograph brings together the results of 13 studies of the audience characteristics of BBC language courses. Data

on sex, age, educational background, employment, reasons for joining and dropping out are furnished.

78. Holjewilken, Gudrun. 1974. Ein rundfunkkurs fuer russisch - klasse 8 (Radio course in Russian, Course 8). Fremdsprachenunterricht 6. 296-8. (In German.)

The nine broadcasts of this Russian course are described.

79. Howse, H. R. 1974. A pioneering venture in English teaching. English Around the World nll November. Also see Linguistic Reporter 17 (2). 11-2. for a condensed version.

Five new BBC radio and one new television language series are announced.

80. Huebener, Theodore. 1953. Teaching Spanish by radio. Hispania 36 (2). 203.

The New York City school system produced a series of twelve 15 minute cultural enrichment programs in English. These programs recounted in song and story the adventures of Helen and Jack Anderson as they traveled throughout Latin America.

81. _____. 1960. Audio-visual techniques in teaching foreign languages. New York: New York University Press. ED 026 931. (Not available in microfiche.)

82. Huggins, Viola. 1973. The University of Brixton. Multiracial School 2 (3). 19-21.

Huggins tells of an English-language program for West Indians.

83. Kanocz, Stephen. 1971. Wie frisch begonnen... entstand (How Frisch begonnen... started). Zielsprache Deutsch 1. 7-15.

The BBC's beginning German course is reviewed.

84. Kaufmann, Gerhard, comp. 1969. Arbeitsmittel für den Deutschunterricht an Ausländer (Materials for German instruction to foreigners). Munich: Goethe Institute. ED 047 572.

Section 6 lists four radio series for teaching German: three produced by the Goethe Institute and one by Deutsche Welle.

85. Kincaid, R. Thomas. 1967. Some applications to television and radio to (sic.) the teaching of English as a Second Language in Northern Nigeria. Washington, D. C.: Agency for International Development. ED 018 804.

This end-of-tour report describes the administrative and production problems which Kincaid encountered. The characteristics of the radio scripts produced during his tour are given.

86. Kinross, F. 1961. An experiment in teaching English by radio in primary school in Ghana. Teacher Education (London) 1 (3). 36-43.

The author gives the results of her experience in Ghana. She emphasizes the usefulness of radio and the need for follow-up activities by the teacher.

87. Koon, Cline M. 1933. The art of teaching by radio. Washington, D. C.; US Office of Education.

This booklet discusses various types of radio programs available to educators, program production and their use in the classroom.

88. _____. 1933. Modern language instruction by radio. Modern Language Journal 17 (7). 503-5.

A general review of the potential of radio in language instruction by the Senior Specialist in Educational Radio, US Office of Education, Department of the Interior. Special reference is made to the experience of the BBC and German broadcasters.

89. Koppen, Udo. 1973. Das funkkolleg sprache--eine einfuhrung in die moderne linguistik--fur den fremdsprachenunterricht (Language--an introduction to modern linguistics: a radio course for foreign language instruction). Zielsprache Englisch 2. 28-30.

The course objectives of radio course on this applied linguistics are explained.

90. Lechler, Hans Joachim. 1972. A poor thing that shakes the air: BBC Sendungen im Englischunterricht der oberstufe (BBC broadcasts of advanced level English instruction). Fremdsprachliche Unterricht 6 (1). 34-48.

The World Service's current problems and programming are reviewed.

91. Lemmer, Ilse. 1974. Unterricht nach dem funkkurs englisch. Eine unterrichtsstunde zur 2. Sendung des rundfunkurses English for you 3 (Teaching with the radio course in English. A teaching hour on the second broadcast of the radio course "English for you, 3"). Fremdsprachenunterricht 6. 299-302. (In German.) Exercises and other teaching ideas for use with this radio course are presented.

92. The listening effect of radio English classroom. Tokyo: NHK Radio-Culture Research Institute. (In Japanese.) Abstracted in Survey of Educational Media Research in the Far East. 1963. Washington, D. C.: US Office of Education. 102-3.

Students who listened to 15 minutes of English radio broadcasting scored better than control groups after the first semester, no better in the second semester, and again better in the third semester.

93. Lohmann, Christa. 1973. Übungstypologie für den englischunterricht in der eingangsstufe der gesamtschule (An exercise typology for teaching English at the early level of the comprehensive school). Praxis des Neusprachlichen Unterrichts 20 (3). 260-8.

Drills appropriate for use on radio and television are included in this typology.

94. Lumley, Fredrick H. 1932. Le radio parle francais.
Educational Research Bulletin 11 (3). 66-9.

The French broadcasts of WEAO are described. It is felt that corect pronounciation is the chief benefit of radio. Teachers feel that grammar and translation are best done in class.

95. _____. 1933. The pupil's response to radio French lessons. Educational Research Bulletin 12 (7). 180-4.

The pupils responded that pronounciation should be slow, two repetitions were sufficient, question and answer segments should be eliminated, dramatizations should be favored, and a "studio classroom" format was best.

96. _____. 1933. Broadcasting foreign-language lessons. Bureau of Educational Research Monograph. Columbus, O: Ohio State University.

This report is summarized in Lumley (1934).

97. _____. 1934. Does radio broadcasting help pupils pronounce a foreign language? Modern Language Journal 18 (6). 383-88.

A controlled experiment showed that pronounciation improved among classes which supplemented regular instruction with radio listening.

98. Mann, Hans. 1931. Wie weit sind wir im schulfunk. Berlin: E. S. Mittler u. Sohn.

Mann concludes that radio can be a positive force in language teaching but that the preparation and presentation of the broadcasts must be done with care.

99. Mansfield, Norma. 1971. School broadcasts in teaching English as a Second Language. Educational Broadcasting International 5 (4). 265-8.

Based on her experience in Fiji, Mansfield describes the advantages and disadvantages of in-school radio broadcasts, suitable and unsuitable items for radio teaching, and pleads for integrated planning between studio and classroom to make the best use of both.

100. McCulloch, John I. B., ed. 1969. English around the world, number 1. New York: English-Speaking Union of the U. S. ED 076 063.

Contains three paragraphs on the English teaching activities of the BBC.

101. McCullough, Yoshiko T. 1977. An experiment in developing oral skills at the intermediate level. Paper presented at the conference of the American Council on the Teaching of Foreign Languages (San Francisco, CA, November). ED 149 633.

Classroom work was combined with listening to special tapes broadcast over the University's station to improve the pronunciation of intermediate and advanced students of Japanese.

102. Medard, B. 1962. Teaching French by radio. South Pacific Review 11 (2). 28-30.

Primary school French lessons in French Polynesia are described. A sample radio lesson is given.

103. Meiden, Walter E. 1937. A technique of radio French instruction. Modern Language Journal 22 (2). 115-25.

Meiden reports on French broadcasts by Ohio State University. A sample radio lesson and the results of a listener survey are given. Meiden emphasizes that the grammar-translation method is not suited for radio. Interesting cultural and literary materials and personal contact between the instructor and students are considered necessary.

104. _____. 1942. Testing in radio language courses. Modern Language Journal 26 (1). 55-61.

Concerned with determining audience size, Meiden discusses several methods to calculate the number of listeners. He advocates sending out free texts in increments, succeeding increments being sent only after a test on the previous section has been returned.

105. Mercer, C. H. 1930. Foreign-language instruction by radio. Education on the air: first yearbook of the Institute for Education by Radio. Columbus, O: Ohio State University.

This is one of the earliest articles on language instruction by radio showing much confusion as to what radio was and how it could be used. Nonetheless, Mercer makes several basic points.

106. _____. 1931. Radio and aural comprehension. Modern Language Journal 15 (5) 325-36.

This is a rambling article which argues for aural comprehension over reading comprehension in language instruction. Mercer also relates much interesting information on audience participation in European foreign-language broadcasts.

107. _____. 1931. The technique of foreign-language broadcasting. Modern Language Journal 16 (2). 102-14.

Several excerpts of radio scripts from various European foreign-language broadcasts are given. This is a good overview of the earliest language broadcasting techniques.

108. Miller, D. C. 1964. The limitations of radio in the teaching of English as a Second Language in countries like Nigeria. Teacher Education (London) 5 (1). 21-9.
109. Mills, J. G. 1967. A co-ordinated television and radio ELT experiment in India. Educational Television International 1 (2). 91-6.

A weekly radio lesson was substituted for one of the television lessons in an existing in-school course. The radio lesson reviewed the week's work thru dialogue, drill and song.

Use of radio permitted those schools (more than half) which did not possess television sets to participate. The "Guidance Notes for Teachers," Lesson 22, are also reproduced.

110. Milne, J. 1977. Using In Germany--a BBC radio broadcast. Modern Languages in Scotland. No. 12.

Classroom methods for this broadcast are discussed.

111. Mitchell, T. F. 1972. Beginner's Arabic: background to a new BBC course. London: Times Educational Supplement n2962. p52 February 25.

Mitchell discusses the unique problems of writing a beginner's course for Arabic.

112. Monroe, R. E. 1931. Radio instruction in languages. Modern Language Journal. 16 (3). 212-7.

Monroe, an enthusiastic proponent of the oral method, gives a glowing report on early language broadcasts from Ohio State University.

113. Newcomer, Donald S. 1959. Audio-visual techniques in language Teaching. Burbank, CA: Burbank Unified School District. ED 001 835.

Chapter 5 deals with the technical aspects of using radio and television to teach foreign languages. A few teaching procedures are also given.

114. Nicolaeff, Ariadne. 1963. Problems of teaching Russian by radio. In C. V. James, ed., On teaching Russian: Pergamon Oxford Russian series: teaching methods: II.

London: Pergmon Publishing Co. ED 037 134. (Not available in microfiche.)

Nicolaeff deals with the problems of producing the BBC Russian language courses.

115. No marguerites at the BBC. 1967. London: Times Educational Supplement n2725. p256 August 11.

This article discusses changes in the BBC's French and German language programs. Fewer literary topics will be broadcast in favor of more direct teaching programs and magazine formats.

116. On the air, 1970-71. 1970. London: Times Educational Supplement n2892. p46 October 23.

The BBC's European language classes for 1970-71 are previewed.

117. Pacey, A. 1973. Teaching French for Beginners (BBC Radiovision) in a broad-banded situation. Modern Languages in Scotland. No. 1.

118. Pande, Rolf. 1935. Modern languages. In F. Beidler-Wagner, et al., The educational role of broadcasting. Paris: International Institute of Intellectual Co-operation.

This short article tells of the author's experience teaching French on the Norwegian Broadcasting Service. He emphasizes the need for gramophone records to supplement the wireless courses.

119. Parry, John. 1963. Teaching English by radio in African primary schools. English Language Teaching 17 (4). 181-3.

Experimental programs were written and tested. The programs contained a short dialogue, songs and the use of musical instruments to teach intonation.

120. Parry, J. 1966. Primary English lessons by radio. West African Journal of Education 10 (1). 8-10.
121. Pasanen, Leena. 1975. In-service training by radio and television. English Language Teaching Journal 29 (3). 221-9.

Pasanen tells of an innovative home study course for in-service training of language teachers in which discussion lessons were broadcast over radio and demonstration lessons used television.

122. Peck, A. J. 1976. Kontakte. a contact-making kit. Modern Languages in Scotland. No. 9. (Cf., Hill 1980a; ED 168 353.)
123. Pennington, M. 1977. Resources and methods in the new sixth form. Audio-Visual Language Journal. 15 (1) 6. Pennington, among other ideas, suggests the BBC as an excellent source for language teaching materials.
124. Perren, G. E. and J. L. M. Trim, eds. 1971. Applications of linguistics: selected papers of the Second International Congress of Applied Linguistics,

Cambridge 1969. Cambridge: Cambridge University Press.

ED 066 961. (Not available in microfiche.)

One of the papers discusses radio language teaching

125. Philipp, Firedemann. 1973. Lernziele und Praxis des Konversationsunterrichts (Educational goals and exercises in conversation instruction). Zielsprache Englisch 4. 14-8.

Radio and television are discussed for their value in developing skills of oral expression.

126. Pratt, Irma. 1956. We studied French in the Wisconsin school of the air. Wisconsin Journal of Education 88. 24-5.

127. Proceedings of the international conference of broadcasting organisations on sound and television school broadcasting. 1962. Rome: Radio-televisione Italiana.
128. Proceedings of the second international conference of broadcasting organisations on sound and television school broadcasting. 1964. Tokyo: Nippon Hoso Kyokai.

Each of these two conferences had a section on language teaching by radio.

129. Reindorp, Reginald C. 1943. Teaching English by radio in Costa Rica. Hispania 26 (4). 425-8.

A program with a 'studio classroom' format is described. The producers felt that spelling should be emphasized.

130. Reith, John. 1924. Modern languages by wireless.

London: Radio Times 2 May.

A report on early experiments broadcasting language instruction by radio carried out on the "School's Half-Hour" in 1923.

131. Ricardo, Jose. 1968. Teaching English by radio.

English Teaching Forum 6 (3). 18-23.

132. _____. 1968. Teaching in Brazil. English

Teaching Forum 6 (5). 2-7.

133. Richmond, Edmun B. 1978. Increasing contact hours for language laboratory practice through FM sub-carrier radio transmission. NALLD Journal 21 (2). 6-11.

The University's FM station was used to provide additional outlets for language drills and cultural programming. (Cf., Cook 1964.)

134. Rowntree, Jean. 1965. Teaching languages by radio. In John and Margaret Lowe, eds., On teaching foreign languages to adults. London: Pergamon.

A history of BBC Home/Third Network language courses, 1954-64.

135. Rump, Adele. 1979. Arbeit mit dialogen (Work with dialogues). Englisch. 14 (2). 41-5. (In English.)

A class plan for teaching the dialogue from "Let's Talk in English" is given. Rump finds such dialogues valuable for developing communicative skills.

136. Rybak, S. 1980. Learning languages from the BBC: research into courses for adults. London: BBC Education. (Cf., Hill, 1980b.)
137. Scatori, Stephen. 1941. Spanish by radio. Hispania 24 (1). 61-4.

An appeal to view language as primarily a spoken medium leads to the suggestion that radio is particularly apt for language teaching. This is followed by a detailed account of the format of the University of Oklahoma's station, WNAD, Spanish courses which were initiated in 1938.

138. Schneider, Rudolf. 1970. Schwierigkeiten beim schreiben eines sprachkurses fur funk oder fernsehen (Difficulties in writing a language course for radio or television). Zielsprache Deutsch 4. 181-8.
139. Schratz, Michael. 1979. Der schulfunk im englischunterricht heute (School radio in teaching English today). Englisch 14 (2). 50-3. (In English.) Schratz recommends alternatives to an Austrian radio program, "Grammar with a Smile," on the future tense which he finds stilted and forced.
140. Shaewitz, Leonard. 1952. Sixth grade Spanish is on the air. Hispania 35 (2). 219-22.

The origins and activities of the sixth grade Spanish course on Purdue's station, WBAA, are described. Twelve 'studio-classroom' pupils participate in either everyday

conversations or short plays during 15 minute broadcasts three times a week. A sample script is included.

141. Shepherd, Gene Darrell. 1964. A comparison of the achievement of aural recognition in Spanish by third-year primary pupils when either radio or television is utilized as the instructional medium. Norman, OK: The University of Oklahoma, Ed.D. dissertation. DAI citation 25/03 p1670.

During the summer session, the same teacher taught one group using a video program and a second group using a radio program. No significant difference was found between the television classes and the radio classes in tests of aural recognition of vocabulary.

142. Sherrington, Richard. 1974. Language-teaching programmes: student response. Educational Broadcasting International 7 (1). 8-10.

A provocative article calling for less direct teaching on radio and television courses. It is felt that while overt responses are necessary the use of covert responses has been neglected and shows great promise for interesting and useful programs.

143. Shipman, Jennie S. 1941. Another experiment in foreign language broadcasts. Modern Language Journal 25. 772-4.
144. Simmerding, Gertud. 1969. Experience with supplementary material to schools' television. Oxford: Pergamon Press, Ltd. ED 028 656. (Not available in microfiche.)

Simmerding describes an English language course in which 35 television broadcasts were supplented with 36 radio broadcasts, a telephone question and answering service, language laboratory tapes and written exercises.

145. Simond, Marie G. 1933. Broadcasting and modern languages. New Era 14 (1). 27-8.

This article tells of the organization of the Central Council for School Broadcasts, an opinion on "The Value of Broadcasting as Ear-Training," and the format and content of a French and a German radio course.

146. Smith, David G. and Peter A. Baynes. 1969. Spanish and local radio--Leicestershire's experiment. Adult Education (London) 42 (4). 226-30.
147. Smyth, R. T. 1944. English by radio in El Salvador. Journal of the Association for Education by Radio 4. 32.
148. South Pacific Commission, Technical Paper No. 14. 1953. Educational broadcasts to Samoan village schools. Nouma, New Caledonia: South Pacific Commission.

The many problems of implementing a program of English and Samoan language lessons are discussed, but little information on the actual broadcasts is given.

149. Spanish by radio in South America. 1965. Times Educational Supplement n2606. p1296 April 30.

The Times reports on the Maryknoll Father's Radio School Center in Puno, Peru. This adult education project uses group

listening techniques and stresses Spanish literacy, agriculture, health and technical skills instruction.

150. Sturm, Hertha, ed. 1979. School radio in Europe. A documentaton with contributions given at the European School Radio Conference, Munich, 1977. Report No. 1. Munich: International Central Institute for Youth and Educational Television. ED 171 246.

This major conference of European educational broadcasters continues the revival of interest in educational radio started at the 1974 Belgrade conference of the European Broadcasting Union. Several excellent articles deal with language teaching and are highly recommended.

151. Summaries of conference papers, theme 1, research findings. 1976. International Conference on Evaluation and Research in Educational Television and Radio (Milton Keynes, England, April 9-13, 1976). Walton, Bletchley, Bucks (England): Open University. ED 126 931. (Not available in microfiche.)

The relative costs of producing radio and television courses are compared in two of the papers. Summaries of several papers on radio and television language series are also included.

152. Svartengren, T. H. 1948. English language studies in Sweden. English Language Teaching 2 (6). 153-62.

The English language courses of the Swedish Broadcasting Service are described.

153. Third EUB international conference on educational radio and television. 1967. Paris: Office de Radiodiffusion -- Television Francaise.

Radio language teaching was one of the topics at this conference.

154. U. S. Information Agency Research Service, Research Memorandum. 1975. The study of English in The People's Republic of China. Washington, D. C.: United States Information Agency, 9 April. ED 136 609.

This report mentions the extensive use of radio to teach adults English. The Radio Shanghai textbook, in which appear such practical phrases as: "the bourgeois careerist, conspirator, double-dealer, renegade and traitor Lin Piao," is discussed. (Cf., Burns 1972.)

155. Verderber, Heide-Rose. 1974. English language series in-school broadcasting, W.D.R. Cologne. Programmed Learning and Educational Technology 11 (5). 258-64.

The "English for Beginners," "English for Juniors," and "English for Seniors" courses are described. Excerpts from the lessons are included in the article.

156. Vernon, Peter J. 1970. Language teaching for adults (BBC). Visual Education 19-20 January.

The then-current BBC radio and television language courses are described.

157. Waas, Lidwig. 1977. Empirische untersuchung zur effektivitaet von schulfunksendungen im englischunterricht (Empirical investigations of the effectiveness of school radio broadcasting in teaching English). Englisch 12 (2). 57-60. (In German.)

Experiments with seventh and eighth grade classes in Munich indicated that schools' broadcasts were more effective than normal methods in those areas tested (use of polite formulas).

158. White, Tom. 1974. British Council and BBC co-operate in government scheme for English teaching films and broadcasts. Educational Broadcasting International 7 (1). 11-3.

A report on current projects in teacher education, English for special purposes, GCE English, etc., is made.

159. Williams, Jac. L. 1967. Bilingualism today. ED 121 109.

This report on bilingualism in Wales makes the point that to promote either bilingualism or foreign-languages television and radio programs can be of great motivational value.

160. Xoomsai, T. and B. Ratanamangala. 1962. School broadcasts: its evaluation. Bangkok: Ministry of Education.

The results of this survey of sixth and seventh grade English language broadcasts to rural Thai schools were very ambiguous. The researchers also complained that teachers viewed radio as a substitute for teaching and not an adjunct.

161. Zabrocki, Ludwik. 1975. Einige grundfragen des deutschunterrichts in fremdsprachlicher umgebun (Some basic questions on German language instruction in a foreign language environment). Glottodidactica 8. 3-26. Among many suggestions, the production of language and cultural radio and television programs is advocated.

II. Second Language Teaching from radio was made possible by wartime advances in shortwave broadcasting and the advent of audio cassette recorders in the mid-1960's. Shortwave broadcasts provide the teacher with high interest materials spoken by native speakers wherever he is while the cassette recorder permits him to capture this material and control its use in the classroom. Hendrix (1937 see by radio) had already foreseen the possibilities of using shortwave broadcasts, but he was unable to find a practical classroom procedure. Cook and Cohen (1950) revived the idea in 1950 but had not yet wed it to the recorder. However, Felt (1953, 1961) did. He devised a rather complicated editing procedure which, because of the time and effort involved, has not become popular (although see Foucher 1977).

In 1969, Nelson published a paper, "Using Radio to Develop and Maintain Competence in a Foreign Language," which signaled an explosion of activity. A series of articles in the French Review (Savignon 1972; Therrien 1973; Monnot 1974) reported on the successful use of recorded newscasts as a major component of various types of courses. And in 1973, as interest grew, the Language by Radio Interest Group Newsletter appeared. These early efforts supplemented the recorded broadcasts with Cloze tests, written exercises, and transcriptions (but not always, see Jory 1974, Lister 1978). Soon the weather report (Elsass 1973) and commercials (Brinton

and Gaskill 1978; Sandsberrv 1979) were added. As teachers began to use materials from radio various services -- both public (Hermans 1974; Pegler 1976 a, b; 1977) and commercial (Sternburg 1976, 1978) -- developed to provide studio quality cassette recordings and transcriptions to teachers. In fact, Scanlan (1980) has gone so far as to recommend that shortwave radio be avoided altogether, because of the poor quality of recordings made from it, in favor of obtaining studio quality tapes directly from Radio Canada or Radio France.

1. Alley, Douglas. 1979. Radio tapes: a resource for English teachers.

English Journal 68 (7). 40-1.

Alley lists addresses where recordings of radio plays and newcasts can be purchased. These are recommended for composition classes because the teacher can assure that the students comprehend the recording before beginning to write. It is suggested that students write their own radio shows as a culminating activity.

2. Baumann, Cecilia C. 1976. Internationalizing the student body: Pomona College's Oldenburg Center.

Bulletin of Associations of Departments of Foreign Languages 8 (2). 45-9.

This international residential hall provides foreign radio programs as one of its activities.

3. Becher, Alfred W. 1973. Keys: new and used. American Foreign Language Teacher 3(3). 4-6.

Becher tells how he used foreign-language broadcasts to learn several languages.

4. Benseller, David P., ed. 1977. Proceedings, Pacific Northwest Council on Foreign Languages, Volume 28, Part 2: Second language teaching 77: Pacific Northwest Council on Foreign Languages. ED 171 106.

An article reports on the use of recorded weather reports in the language lab. Students listened to the broadcasts and then filled in a Cloze test as a written exercise.

5. Bonin, Therese M. 1978. The role of colloquial French in communication and implications for language instruction. CAL-ERIC/CLL Series on Language and Linguistics, No. 56. Arlington, VA: ERIC Clearinghouse on Languages and Linguistics. ED 157 409. Also see Modern Language Journal 62 (3). 90-102.

Radio is recommended as one source of authentic audio documents in colloquial French. Pre-listening, listening and post-listening activities are suggested.

6. Brinton, Donna and William Gaskill. 1978. Using news broadcasts in the ESL/EFL classroom. TESOL Quarterly 12 (4). 403-13.

A detailed description of the pre- and post-listening activities used by the authors is given. Brinton used video

recordings while Gaskill used audio recordings. (Cf., Duda; Laurens 1975.)

7. Broch, Reiner. 1978. Zur systematischen behandlung von rundfunkmitschnitten (On the systematic treatment of radio broadcasts). Zielsprache Englisch n2. 12-17. (In English.)

Broadcasts from the British Forces Broadcasting Service were used in the author's English classes.

8. Burnell, Jerrold B. 1971. How shortwave radios can improve teaching effectiveness. Educational Technology 11 (10). 60-1.

Burnell calls for the greater use of shortwave radio in foreign-language teaching perhaps in coordination with other subject areas, such as social studies.

9. Charpiot, Roland. 1976. L'utilisation pedagogique de la presse et de la radio dans l'enseignement des langues vivantes (The use of the press and radio in teaching foreign languages). Paris: Institute National de Recherche et de Documentation Pedagogiques.
10. Cheng, Chin-Chun. 1976. Teaching oral Chinese in the United States. Journal of the Chinese Language Teachers Association 11 (3). 168-71.

Shortwave broadcasts are recommended as one source of everyday language.

11. Cook, Charles H., Jr., and Leon J. Cohen. 1950.
Short-wave radio in language teaching. Modern Language Journal 34 (3). 199-203.

The authors advocate listening to foreign-language shortwave broadcasts as a supplement to classroom work. They give some teaching ideas, advice on purchasing equipment and sources for programs and frequencies.

12. Duda, R. and J. P. Laurens. 1975. L'exploitation didactique de documents authentiques (The didactic use of authentic documents). Langues Modernes 69 (2-3). 228-39. (In French.)

Recorded newscasts, relevant articles, and exercises were combined to make instructional units. In addition to presenting these materials and the methods used, an extensive theoretical discussion is given. (cf., Brinton; Gaskill. 1978. Much the same information can be found in Holec. 1973. ED 149 585.)

13. Elsass, Raymond, et al. 1973. La meteo: the weather report: teacher's guide. Toronto: Ontario Institute for Studies in Education. ED 180 257.

A curriculum module on the weather developed from a linguistic analysis of radio weather reports.

14. Eustace, P. J. 1979. The garret. NALA Journal. No. 10.
Contains a section devoted to the storage and classification of recorded radio broadcasts.

15. Felt, William N. 1953. The adaption of radio to foreign-language teaching. French Review 26 (6). 432-8.

Felt explains his unique process for transforming shortwave broadcasts into language laboratory materials. The final materials consist of a segment of French, an English translation of the French, a pause, and a final repetition of the French segment. (Cf., Foucher 1977.)

16. _____. 1961. Radio and the foreign-language laboratory. French Review 34 (6). 562-6.

This experiment used recorded radio programs to teach aural comprehension. Students using these materials scored significantly higher than control groups.

17. Filipovic, Rudolf, ed. 1968. Active methods and modern aids in the teaching of foreign languages. Zagreb, Yugoslavia: Conclusions and recommendations of the tenth congress of the Federation Internationale des Professeurs de Langues Vivantes, April 5-9. ED 033 630.

Subsection b, "Radio and Television," concludes that the advantages of radio and television are an ability to present correct pronunciation, intonation, and the language in its cultural background. The disadvantages are the inability to control the students, to give explications to questions, or to give individual attention. Greater coordination between producers and teachers is called for.

18. Foucher, Gerard. 1977. Utilisation d'enregistrement de la BBC dans les classes du second cycle (Using recordings from the BBC in second level classes.) Langues Modern n4. 359-65. (In French.)

Foucher has developed a special technique in which he first records a BBC program and then re-records it inserting a pause after each phrase. He uses these tapes once a week for listening comprehension, translation exercises and to provoke discussions. (Cf., Felt 1961.)

19. Grigsby, John L. 1977. More on the shortwave radio in the classroom. French Review 50 (4). 557-61.

The author tells of his experiences using shortwave newscasts in a university listening comprehension course. The technical details of shortwave reception are covered.

20. Hafernik, Johnnie Johnson and Harold Surguine. 1979. Using radio commercials as supplementary materials in ESL listening classes. TESOL Quarterly 13 (3). 341-45.

Also see: Paper presented at the annual meeting of the California Association of Teachers of English to Speakers of Other Languages (Pasadena, CA. April 14-16, 1978).
ED 152 080.

Detailed classroom techniques and exercises are given for the use of commercials which are recommended because they are colloquial, of high interest, short and redundant. (Cf., Sandsberry 1979.)

21. Hermans, J. 1974. Une realisation pratique: la sonobanque (A practical realization: the sonobanque). Revue des Langues Vivantes 40 (4). 412-3. (In French.)
Based at the RTB Production Center, Liege, Belgium, the sonobanque provides recorded documents to schools.
22. Hickman, Paul. 1977. La France telle qu'on en parle (France as one speaks of it). Audio-Visual Language Journal 15 (1). 64-8.

A library of 100 cassette tapes and accompanying worksheets was developed from BBC broadcasts. The worksheets contained a vocabulary list (often 100 items), comprehension questions requiring short written answers, and translations of difficult phrases used for a "retranslation" exercise.

23. Holec, H. 1973. Une experience de formation a distance (Teacher training by correspondence). Melanges Pedagogiques. Nancy, France: Centre de Recherches et d'Applications Pedagogiques en Langes. 26p. (In French) ED 149 585.

A report on the use of radio for teacher training. The results were ambiguous. (Cf., Duda; Laurens 1975.)

24. Howlett, F. G. 1978. A touch of...class! Using newscasts and commercials to develop listening comprehension. The Canadian Modern Language Review 34 (2). 269-70.

Five sample exercises for use with newscasts or commercials are given.

25. _____. 1978. AV, VTR and all that. Canadian Modern Language Review 34 (4). 752-5.

The use of newspapers, cartoons, ads and one minute news or weather broadcasts is advocated for language teaching. A sample student worksheet for a sportscast is included.

26. Jenks, Frederick L. 1975. Foreign language materials: a status report and trends analysis. In Gilbert A. Jarvis, ed., Perspective: a new freedom. ACTFL review of foreign language education, volume 7. Skokie, IL: National Textbook Co. ED 159 883. (Not available in microfiche.)

Jenks summarizes the uses to which radio has been put over the last twenty years. He notes that broadcasts lack "instructional applicability due to their 'one time' presentation." This problem can be alleviated by recording the broadcasts and providing transcripts and exercises.

27. Johnson, Laura B. 1940. Foreign-language teachers and the present situation. Progressive Education 17 (1). 61-7.

Johnson feels that listening to foreign broadcasts could be a useful adjunct in the language classroom and offers some suggestions.

28. Jory, D. H. 1974. Canadian French language news tapes in the classroom. French Review 48 (1). 141-3.

Students prepared for discussions and seminars by listening to tapes of newscasts in the language laboratory.

29. Jourlait, Daniel. 1979. Du document sonore a la pratique de l'ecrit (From the audio material to writing). Le Francais dans le Monde n145. 36-9. (In English.)

Methods for using radio programs to develop listening comprehension and writing skills are presented.

30. Kinyanji, P. 1974. Training teachers by correspondence. IEC Broadsheet on Distant Learning, No. 5. Cambridge, England: International Extension College. Also see P. Spain, et al., eds. 1977. Radio for education and development: case studies, Volume 1, Working paper 266. Washington, D. C.: World Bank.

Radio and correspondence courses were combined to upgrade teacher qualifications in Kenya.

31. Koepke, Wulf. 1969. Das hoerspiel im Sprachunterricht fur fortgeschrittene (Radio dramas for advanced students in second language learning). Unterrichtspraxis 2 (2). 1-12.

Teaching and questioning techniques for use with recorded radio plays are discussed.

32. Lacombe, Anne. 1977. French for business and journalism. French Review 51 (1). 53-8. (In French.)

As a supplementary activity in a course which concentrated on reading French magazines, a five-minute weekly news summary was recorded for the students to listen to and report on.

33. Lally, Dale V. 1971. Shortwave receivers and the foreign-language teacher. NALLD Journal 6 (1). 37-42. Technical information needed to buy a shortwave receiver is given.

34. LBRIG Newsletter (Newsletter of the Language by Radio Interest Group). 1973-76. Lafayette, IN: Department of Modern Languages, Purdue University. Volumes 1-5. ED 081 292, ED 097 800, ED 105 770, ED 111 212, ED 119 491, ED 126 682, ED 131 658.

The newsletter contains the addresses of additional sources, technical information and reports on classroom experiences with shortwave and other forms of radio. Many of the classroom reports are by high school teachers.

35. Lister, Anthony. 1978. A third-year university French course using recorded news broadcasts. Canadian Modern Language Review 34 (2). 207-10.

The procedures and tests for a third-year French course using newscasts are detailed. At the end of the year, the students were able to understand newscasts without difficulty.

36. Lutz, Dorothea and Dieter Sixt. 1973.

Rundfunknachrichten im unterricht (Radio news in teaching). Zielsprache Deutsch 3. 127-30.

A teaching method for presenting newscasts to language students is described. Textual criticism and pronunciation are emphasized.

37. Masselot, Pierre. 1975. Pour une approche en situation scolaire de la prosodie du journal parle (To bring the prosody of oral news reporting into the school environment). Langue Francaise 28. 91-100. (In French.)
In an effort to make the student aware of such patterns, the peculiar intonational patterns of French newscasts are analyzed.
38. Mauriac, P. 1980. La comprehension du francais parle au niveau avance: un exemple de test (Understanding spoken French at the advanced level: a sample test). Le Francais dans le Monde. n152.
A radio interview is used as the source for a test of listening comprehension.
39. Metcalfe, John D. 1976. Foreign language instruction using short-wave radio broadcasts. Stanford, CA: Stanford University Language Laboratory.
40. Moget, Marie-Therese. 1970. Hypothese didactique: une lecon de niveau 2 (Hypothetical teaching: a lesson plan for level II). Le Francais dans le Monde n10. 73, 83-7.
Recorded radio broadcasts were used to teach conversational and writing skills.
41. Mohr, William and Dale Lally. 1973. Teaching German via shortwave broadcasts. Modern Language Journal 57 (3). 119-24.

Recorded shortwave broadcasts were used in the language laboratory in conjunction with overhead projection of the text. The article contains much technical detail and a few teaching ideas.

42. Mollica, Anthony S. 1979. Print and non-print materials: adapting for classroom use. In June K. Phillips, ed., Building on experience -- building for success. ACTFL foreign language education series, volume 10. Skokie: IL: National Textbook Co. ED 180 217. (Not available in microfiche)

This article contains a short section on the uses to which newscasts, commercials, radio plays and shortwave broadcasts have been put in the language classroom.

43. Monnot, Michel and Janice. 1974. Second-year French: the Carleton-Pau experiment. French Review 48 (2). 368-76.

The two-minute morning newscast on France-Inter was used as a key element in an intensive ten-week language training program in Pau.

44. Nelson, Robert J. 1969. Using radio to develop and maintain competence in a foreign language. ERIC Focus Reports on the Teaching of Foreign Languages, Number 11. New York: MLA/ACTFL Materials Center. ED 036 215.

The first of two papers by Nelson extolling the advantages of shortwave radio in language teaching. Technical information on frequencies, receivers and antennae is given.

45. _____. 1972. Electronic media in foreign-language education: a report on applications. French Review 46 (2). 330-41.

Among other electronic media, Nelson mentions the many ways radio serves foreign-language instruction at the University of Illinois.

46. _____ and Richard E. Wood. 1975. Radio in foreign language education. CAL-ERIC/CLL Series on Language and Linguistics, Number 11. Arlington, VA: ERIC Clearinghouse on Languages and Linguistics. ED 104 157.

This is an update of Nelson (1969). It begins with theoretical considerations and then tells of several practical uses to which shortwave broadcasts have been put. The final section discusses the technical aspects of buying receivers and antennae.

47. Oksenholt, Svein. 1977. Put a short-wave radio in your foreign language classroom. Audiovisual Instruction 22 (5). 19-22.

This article provides basic technical information on receivers, antennae, and frequencies. A suggested classroom method and a six-item annotated bibliography are included.

48. Paplia, A., et al. 1974. Implementing student-centered foreign-language programs. In Warren Born, ed., Reports of the working committees of the Northeast Conference on the Teaching of Foreign Languages. Boston: Northeast Conference.

A portion of this report deals with the use of radio in the classroom.

49. _____ and Joseph Zampogna. 1974. The changing curriculum. In Gilbert A. Jarvis, ed., The challenge of communication. ACTFL review of foreign language education, volume 6. Skokie, IL: National Textbook Co. ED 162 505. (Not available in microfiche.)

Using shortwave broadcasts in the classroom is mentioned as one of the ways teachers are responding to changing circumstances.

50. Pegler, Klaus. 1976. Arbeit mit englischen nachrichten auf der sekundarstufe 1 (Work with English news reports in secondary grade 1). Englisch 11 (1). 25-30. (In German).

The "Humboldt Service" of the Humboldt Oberschule in Berlin is described. This service provides recordings of English newscasts to schools. Some teaching ideas are also given. (Cf., Pegler 1976b, and 1977.)

51. _____. 1976. Der Humboldt-Dienst des Humboldt-Gymnasiums Berlin (The Humboldt-Dienst of the Humboldt Gymnasium in Berlin). Praxis des Neusprachlichen Unterrichts 23 (2). 193-5. (In German.)

Eight times a year the Humboldt Service provides tapes of foreign-language newscasts, student worksheets, and teacher's guides at cost to schools. (Cf., Pegler 1976a and 1977.)

52. _____. 1977. Stunden abstract: der einsatz von nachrichten im leistungskurs "Social Problems" (Class-hour plan: the introduction of news in the honors course "Social Problems"). Praxis des Neusprachlichen Unterrichts 24 (3). 243-50. (In German.)

Teaching goals, materials, and methodology are given for a BBC newscast on vandalism. (Cf., Pegler 1976a and b.)

53. Piercy, Margaret. 1977. Using BBC "Voice de France" with first year A-level pupils. Audio-visual Language Journal 15 (1). 60-4.

Ten-minute language texts were produced by editing BBC French broadcasts. A worksheet was written for each language text containing a vocabulary list, questions which ranged from specific to general, and a precis.

54. Pimsleur, Paul, et al. 1977. Vitesse d'elocution dans les emissions radiophoniques. Etude comparative des presentateurs francais et americains (Elocutionary speed in radio broadcasts. A comparative study of French and American broadcasters). Etudes de Linguistique Appliquee n27. 12-18. (In English.)

Pimsleur suggests that radio broadcasters can provide a standard of optimum delivery speed for language teachers.

55. Radiolivres. 1979. Paris: Larousse.

A series of audio-cassettes and accompanying transcriptions.

56. Reboullet, A. 1979. Le francais enregistre: les ressources de Radio-France (Recorded French: the resources of Radio-France). Le Francais dans le Monde. n142 and n145. (Cf., Scanlan 1980.)
57. Reinert, Harry. 1974. Extending the teacher: from text to context. In Gilbert A. Jarvis, ed., The challenge of communication: ACTFL review of foreign language education, volume 6. Skokie, IL: National Textbook Co. ED 162 504. (Not available in microfiche.)
The use of shortwave broadcasts and student produced radio plays is mentioned.
58. Rorke, Robert Cornelius. 1978. Into French and the world via short wave. Foreign Language Annals 11 (6). 679-86.
Recorded shortwave newscasts and interviews were used in an intensive French course with success. The testing and classroom procedures are presented.
59. Sandsberry, Lynne. 1979. Magazine ads and logic in the ESL classroom. TESOL Quarterly 13 (4). 501-7.
Radio commercials are suggested as one source of advertisements for this teaching method which teaches logical analysis to generate language awareness and language learning. (Cf., Hafernik; Surguine 1979.)
60. Savignon, Sandra J. 1972. A l'ecoute de France-Inter: the use of radio in a student-centered oral French class. French Review 46 (2). 342-9.

An advanced oral French course was developed using daily live newscasts from France-Inter as the point of departure for reports, discussions, and impromptu skits.

61. _____. 1975. Teaching for communication. Missouri Foreign Language Journal, November. ED 132 841.

Suggests the use of local or shortwave radio broadcasts in the classroom to provide "real" language to promote linguistic competence.

62. _____. 1976. Communicative competence: theory and classroom practice. Paper presented at the Central States Conference on the Teaching of Foreign Languages (Detroit, 23 April). ED 135 245.

Savignon suggests that bringing live language into the classroom by radio can promote communicative competence.

63. Scanlan, Timothy M. 1980. Use of Radio Canada and Radio France recordings in the teaching of language and culture. French Review 53 (3). 402-10.

Scanlan feels that recordings from Radio Canada or Radio France, because of their superior quality, are better than recordings made from shortwave broadcasts. The addresses where these recordings can be obtained are given.

64. Schroedter-Albers, Henning. 1977. Ein erfahrungsbericht zum thema interaktion (A report of experience on the theme of interaction). Zielsprache Deutsch 2. 41-3.

Many exercises and aids are suggested for use with radio newscasts.

65. Shelton, LeRoy R. 1964. Shortwave: an untapped resource. Hispania 47 (1). 123-5.

An advanced course in Spanish utilizing 80 hours of tapes recorded from shortwave radio programs is described.

66. _____. 1974. Shortwave radio in teaching. Hispania 57 (4). 910.

Shelton comments on Wood (1974) in a letter to the editor.

67. Smith, Philip D. 1977. Shortwave radio and the foreign language classroom. NALLD Journal 11 (2). 34-9. Also see paper presented at the American Council on the Teaching of Foreign Languages Conference (New Orleans, LA.: November 1976. ED 135 215).

Outlines the advantages and problems of shortwave radio in the classroom. Radio transmission and reception difficulties, and how to obtain an amateur license are discussed.

68. Sternburg, Sheldon G. 1976. The real world Spanish cassette program. Needham Heights, MA 02194: The Real World Cassette Program. ED 166 937.

69. _____. 1978. The real world French cassette program. Needham Heights, MA: The Real World Cassette Program. ED 166 939.

Sternburg's programs contain two cassettes of radio commercials, a transcription, and teaching suggestions.

70. Therrien, Melvin G. 1973. Learning French via shortwave radio and popular periodicals. French Review 46 (6). 1178-83.

High school students listened to shortwave broadcasts which were combined with other activities to improve their aural comprehension.

71. Trescases, Pierre. 1976. Utilisation des informations de la radio (Using radio news). Le Francais dans le Monde n118. 27-28, 37-9. (In French.)

A methodology for using radio broadcasts in the classroom is outlined.

72. Weiss, Francois. 1978. La radio et la television dans l'enseignement (Radio and television in education). Le Francais dans le Monde n139. 52-6. (In French.)

An educational television program is used to illustrate how radio and television can be a source of listening comprehension exercises.

73. Wood, R. E. 1972. Shortwave radio as a teaching aid for German. Die Unterrichtspraxis 5 (1). 36-41.

74. _____. 1974. Shortwave radio as a teaching aid for Portuguese. Hispania 57 (1). 58-63.

Wood advocates the use of shortwave radio in language teaching and provides frequencies for programs.

75. Wullen, T. Lothar, 1973. Fremdsprachliche tonbänder im Englischunterricht für fortgeschritten (Foreign language

tapes in teaching English to the advanced student).

Zielsprache Englisch 4. 10-4. (In German.)

Student motivation, listening comprehension, vocabulary, grammar, and phonetic development are all considered in connection with the use of language tapes.

III. Second Language Teaching thru student productions has been seized upon by a number of teachers (for some reason mostly of German) as a high interest language learning activity. The programs so produced are either broadcast over the school's station (Dorthea 1950) or some other outlet such as the Voice of America (Brandt 1951) or merely recorded in class. Any sort of program can be produced, but the teachers of German prefer radio plays. The procedure is to have the students adapt a text--either their textbook (Frauenfelder 1951) or one of Grimms' Tales (Thomas 1973) or a short story (Conner 1975)--to the radio play format. Then after rehearsal in class, the drama is recorded. A variation is to have the students study and then recite radio plays written by major German authors (Jakobsh 1972). Such plays are recommended for their high interest, high literary value, and colloquial vocabulary (Sommer 1976).

1. Alley, Douglas. 1979. Radio tapes: a resource for English teachers. English Journal 68 (7). 40-1. (See entry under by radio.)
2. Brandt, Thomas O. 1951. Student broadcasts to Europe. German Quarterly 24 (4). 250-5.

Several 15-minute broadcasts in German were prepared by students for the Voice of America. This extra-curricular activity both motivated the students and improved their German.

3. Conner, Maurice W. 1975. From short story to radio play. NALLD Journal 10 (1). 19-20.

Adapting short stories to radio plays and recording them is suggested to improve aural-oral skills.

4. Dorothea, Sister Mary. 1950. Latin club broadcasts. Catholic School Journal 50 (6). 190-1.

5. Dreher, Eberhard. 1971. Vom horensagen: Erfahrungsbericht uber ein horspielseminar (Report of a seminar on the radio play). Unterrichtspraxis 4 (2). 87-96.

6. Erdmenger, Manfred. 1973. Das horspiel--ein vernachlassigtes kapitel der englischen literaturgeschichte (The radio drama--a neglected chapter in English literary history). Neueren Sprachen 72 (8). 405-9.

The development and pedagogic value of British radio plays is outlined.

7. Frauenfelder, W. 1951. Radio as a teaching device in German. German Quarterly 24 (1). 32-41.

The author tells of his success in motivating students by having them adapt their textbook lessons into radio programs for broadcast over the school's station.

8. Groene, Horst. 1978. Das hoerspiel im englischen literaturunterricht der sekundarstufe II (The radio drama in the teaching of English literature in the upper

grades). Neusprachliche Mitteilungen 31 (4). 220-27.

(In English.)

The literary and pedagogic value of radio plays is argued. Sources of plays are listed.

9. _____. 1978. Das hoerspiel im englischunterricht der sekundarstufe eins (Radio dramas in English teaching in grades 5-10). Praxis des neusprachlichen Unterrichts 25 (1). 19-26.

Groene has found that such activities as student recordings of radio plays, adaption of short stories to radio plays, and analyzing the texts of radio plays all motivate learners. Available sources are also listed.

10. Jakobsh, F. K. 1972. Radio plays in the teaching of German. Canadian Modern Language Review 29 (1). 39-42.

The reading of radio plays is recommended because of their high interest, varied subject matter and literary quality. Two addresses where transcribed German radio plays can be obtained are supplied.

11. Krispyn, Egbert. 1972. The radio play in advanced literature courses. Unterrichtspraxis 5 (1). 41-50.

The study of radio plays is recommended for advanced German students because of their high interest and quality.

12. Sommer, Harold. 1976. Hoerspiel: a comparative study of appropriate reading vocabularies. Unterrichtspraxis 1. 69-74.

Sommer made a statistical study of the vocabulary in German radio plays, newspapers and the spoken language which revealed that radio plays and the spoken language had the greatest number of words in common. Therefore, radio plays are recommended to facilitate the transition from speaking to reading.

13. Thomas, Emma Lewis. 1973. Das marchen als horspiel (The fairy tale as radio play): an exercise in conversation, recitation and writing. Unterrichtspraxis 6 (1). 29-32. Teacher training classes at the University of California, Los Angeles, adapted Grimm's fairy tales as radio plays for class presentation. Both literary and speech skills were developed in this way.

14. Wallach, Martha K. and Heinz Geppert. 1975. The environmental approach to language learning. Portland, OR: Pacific Northwest Conference on Foreign Languages. ED 138 058. (Not available in microfiche.)

Radioplays are suggested as one activity to promote student involvement in the learning process.

15. Wessell, Runhild E. 1973. Radio play in German IV. Unterrichtspraxis 6 (1). 21-4.

Wessell describes how the Hicksville, New York, Senior High School recorded a German version of "The Wonderful Wizard of Oz."

IV. Second Language Teaching with two-way radio is a little-used recent development. Since 1951, Australia has used two-way radio for its "School of the Air" to reach children living on isolated cattle and sheep stations (Ashton 1976). But this and other uses (Clark 1972) taught language only as one of several subjects. It was not until 1978 that Richmond and Lally reported on their experiences with the interactive potential of two-way radio specifically for language teaching. They have developed two procedures. The first is to use amateur shortwave radio to contact native speakers (Richmond 1977, 1978). The second is to establish shortwave contact between two universities and conduct lessons and examinations over the radio (Richmond and Lally 1978). This second procedure allows for more control over the content of the course and assures that a suitable shortwave contact will be made during class meetings.

1. Ashton, Jean. 1971. Out of the silence. Adelaide, Australia: Investigator Press.

Ashton recounts the development of Australia's School of the Air. Founded in 1951, this innovative use of two-way radio brings formal instruction to students on Australia's far-flung sheep and cattle stations.

2. Clarke, R. 1972. Report on an experimental course in the use of two-way radio in adult education for the Lilangwe Land Development Programme. Limbe, Malawi: University of Malawi, Center for Extension Studies, January.

An experiment using two-way radio to create an interactive teaching situation among a number of rural sites is described.

3. Richmond, Edmun B. 1977. Amateur radio in the foreign-language curriculum: media usage on an international scale. International Journal of Instructional Media 5 (1). 45-50. Also see Amateur radio as an aid to foreign-language learning. Foreign Language Annals 11 (3). 259-63.

Third-quarter beginning German students were given the opportunity to speak with native speakers over the University's amateur radio. This proved popular and increased motivation.

4. _____ and Dale V. Lally, Jr. 1978. German via the airwaves: a foreign-language experiment that worked. Foreign Language Annals 11 (6). 687-91.

An experimental course allowed students at Georgia Tech to converse in German with students at the University of Louisville via amateur radio. Tests were given over the radio with students answering questions from the teacher at the other institution.

5. _____. 1979. A language-by-radio media program. NALLD Journal 13 (2). 14-9.

Richmond summarizes his experiences with two-way radio for language teaching as reported in Richmond 1977, 1978, and Richmond and Lally 1978.

APPENDIX

1. Barley, Anthony. 1980. Using broadcast material in language teaching: an annotated bibliography.

Available from the author: Broadcasting Centre, Leeds
LS2 9PX England.

A useful bibliography of recent European materials. About one-quarter of the listings concern radio.

2. Bibliography of selected titles on school broadcasting.

1977. London: The School Broadcasting Council.

3. Cooper, Isabella M. 1942. Bibliography on educational broadcasting. Chicago: University of Chicago Press.

An annotated listing of the literature containing a few entries on foreign-language teaching.

4. Educational radio and recording. 1 (1) October 16, 1939.

Chicago: University of Chicago.

5. Les medias et l'enseignement des langues (The media and language teaching). 1980. Les langues modernes. 74 (6).

The entire issue is devoted to the topic with several articles on radio.

6. Radio and television bibliography, U. S. Office of Education. 1956 Bulletin No. 2; 1960 Bulletin No. 25. Washington, D. C.: Superintendent of Documents.
7. Radio Times. (Weekly.) London: British Broadcasting Corporation.
Contains occasional articles on foreign-language courses and student notes for the BBC's various language programs.
8. Selected bibliography, part I, broadcasting in education. 1967. Geneva: European Broadcasting Union.
The holdings of the EBU library received between 1957 and 1967 are listed.
9. Service Bulletin of the FREC (Federal Radio Education Committee). 1 (1) November 1939. Washington, D. C.
10. Sparks, Kenneth R. 1971. A bibliography of doctoral dissertations in television and radio. Syracuse, NY: Syracuse University, The School of Journalism, Newhouse Communications Center.
This update of Sparks' 1962 bibliography is concerned primarily with communication but does list a few dissertations on educational radio and language teaching by radio.

11. Teaching English as a foreign language by radio and television. Specialized bibliography B 13. 1975.
London: British Council, English-Teaching Information Centre. ED 115 084.

12. World radio and television handbook. (Annual.) New York: Billboard Publications.

A complete listing of frequencies, broadcast times and language by country.